State Board of Education
DRAFT STRATEGIC PLAN 2007 – 2010

MISSION STATEMENT
Efficiently provide all Idahoans access to a quality and relevant education.

VISION
Improve the knowledge, skills and opportunities of all Idahoans by efficiently delivering quality, accessible and relevant education, training, rehabilitation and information/research services.

Quality – Continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement and a well-informed citizenry.

Access – Provide individuals of all ages and abilities access to services to develop their skills, knowledge and social awareness in order to be responsible citizens, globally competitive workers and lifelong learners.

Relevancy – Ensure services are relevant to the needs of Idaho's citizens, workforce, business, industry and local, state and federal government.

Efficiency – Ensure maximum benefit from education resources through effective operation and management of the educational system.

ORGANIZATION
The framers of Idaho's Constitution (Article IX, Section 1), knowing that "the stability of a republican form of government depending mainly on the intelligence of the people," required the legislature to establish and maintain our public school system. The framers then vested (Article IX, Section 2) the "general supervision" of the Idaho public education system in the State Board of Education, "the membership, powers and duties of which shall be prescribed by law."
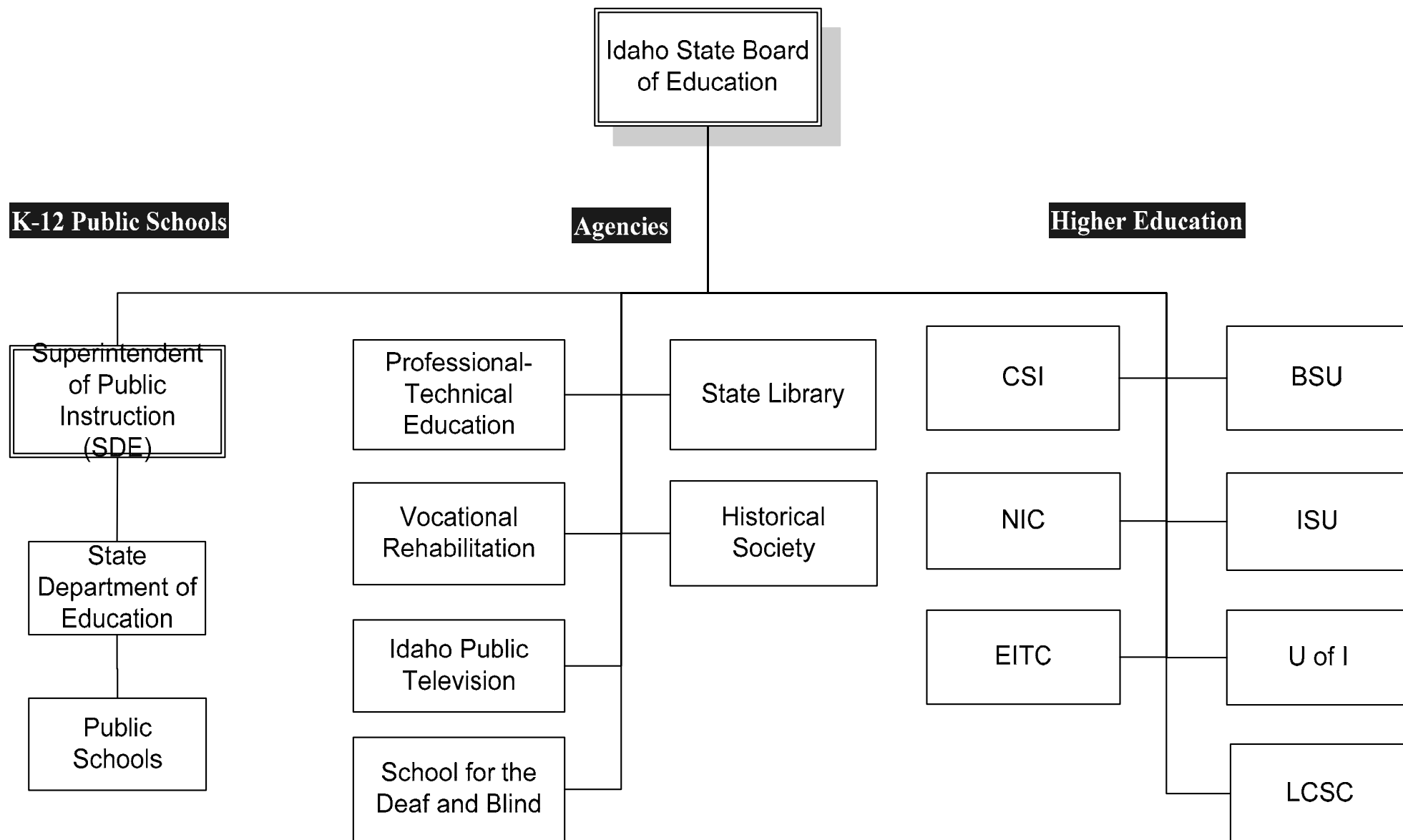
The State Board is constitutionally vested with the general supervision of all public higher education and sits in a constitutional capacity as the Board of Regents of the University of Idaho. The State Board is identified in statute as the Trustees of Idaho State University, Lewis-Clark State College, Boise State University and the Idaho School for the Deaf and the Blind as well as the State Board for Professional-Technical Education. *The Idaho public education system*, over which the Board is responsible, consists of the following institutions and agencies:

All public primary/secondary schools	State Department of Education
Boise State University	Office of the State Board of Education
Idaho State University	Division of Professional-Technical Education
Lewis-Clark State College	Division of Vocational Rehabilitation
University of Idaho	Idaho Public Broadcasting System
College of Southern Idaho*	Idaho Commission for Libraries**
North Idaho College*	Idaho State Historical Society**
Eastern Idaho Technical College	Museum of Natural History
	School for the Deaf and the Blind

Also have local elected boards

**Also have separate oversight boards appointed by the State Board of Education*

Idaho State Board of Education

K-12 Public Schools

Agencies

Higher Education

Superintendent of Public Instruction (SDE)

State Department of Education

Public Schools

Professional-Technical Education

Vocational Rehabilitation

Idaho Public Television

School for the Deaf and Blind

State Library

Historical Society

CSI

NIC

EITC

BSU

ISU

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STATE BOARD FUNCTION AND ROLE

The function and role of the State Board is to coordinate the efforts of the institutions that report to it to assure the accomplishments of its mission, vision and goals. It accomplishes this by:

- o Monitoring and tracking the performance of the education system using national reports and state-by-state statistics and comparisons;
- o Assuring system accountability by implementing and monitoring education assessment standards
- o Observing trends and establishing system goals (targets) to improve the system;
- o Seeking out best practices and implementing them in Idaho;
- o Coordinating the efforts (plans, programs, curricula) of its subordinate institutions;
- o Interacting with regional accreditation bodies to ensure program quality;
- o Informing policy makers on issues and needs of the educational system;
- o Advocating for adequate funding for education;
- o Assuring a seamless education system from kindergarten through graduate level;
- o Coordinating system-wide planning, programming, budgeting, and assessment efforts; and
- o Assessing its own performance (planning, execution, quality of efforts).

Office of the State Board of Education
Schedule of Dates
For
Strategic Planning, Agency Profiles, and Budget Requests

Due Date	Item	Assignment
April	Board strategic planning session with institution presidents & agency heads	Management
April - May	Institutions and agencies prepare strategic plans	Institutions and Agencies
Mid May	Strategic plans due to OSBE for inclusion in June Board Agenda	Institutions and Agencies
Mid June	Board approves strategic plans and budget guidelines	Board
July 1	OSBE submits all strategic plans to DFM	Management
Early-July	Agency Profiles sent to institutions and agencies	DFM
Mid July	Agency Profiles due to OSBE for inclusion in August Board Agenda Agencies/Institutions submit line items to OSBE Fiscal for inclusion in August Board agenda	Institutions and Agencies
Mid-August	Board approves strategic plans and budget requests	Board
Late-August	All budget documents returned to OSBE for final submission to DFM & LSO (4 Copies)	Institutions and Agencies
September 1	OSBE submits budget requests to DFM & LSO OSBE submits Agency Profiles and Performance Measures to DFM	Fiscal and Management

POST SECONDARY SCHOOLS
Use the data from the Uniform Performance Measures (UPM) currently collected from all universities to measure the following goals and develop trend line data from the last five years to develop benchmarks for the coming five years. *(Note: The current UPMs developed in 2000 will be reviewed during the coming year in developing the 2008-2011 Strategic Plan.)*

Goal/Performance Measure/Benchmark:

	Quality	Access	Relevancy	Efficiency
1. **Improve retention rate of students in college**	X			X

Performance Measure/Benchmark: UPM 4

	Quality	Access	Relevancy	Efficiency
2. **Expand accelerated learning opportunities**		X		X

Performance Measure/Benchmark:
1. Increase the number of dual enrollment courses from ___ in 2006 to ____ in 2007(information not available at this time) and _____ in 2010, and;
2. Increase the number of students participating in dual enrollment courses from ___ in 2006 to ____ in 2007 (information not available at this time) and 25% in 2010

	Quality	Access	Relevancy	Efficiency
3. **Improve the quality, quantity and relevance of research**	X		X	

Performance Measure/Benchmark: UPM 10

	Quality	Access	Relevancy	Efficiency
4. **Increase Employer Satisfaction for recent graduates**	X		X	

Performance Measure/Benchmark: UPM 7

	Quality	Access	Relevancy	Efficiency
5. **Have all institutions and programs meet national accreditation and/or industry standards**	X		X	

Performance Measure/Benchmark: UPM 6

	Quality	Access	Relevancy	Efficiency
6. **Increase the number of students attending college**		X		

Performance Measure/Benchmark: UPM 1

	Quality	Access	Relevancy	Efficiency
7. **Increase access to comprehensive Community College services**		X		

Performance Measure/Benchmark: UPM 1, 5

	Quality	Access	Relevancy	Efficiency
8. **Improve Teacher Education**	X		X	

Performance Measure/Benchmark: UPM 7

	Quality	Access	Relevancy	Efficiency
9. **Fulfill specific education needs of Idaho students, communities and businesses to prepare students for a global economy**	X		X	

Performance Measure/Benchmark: UPM 6, 7, 9

Uniform Performance Measures for All Idaho Postsecondary Institutions
(Approved April 2000)

1. Student Applications, Admissions, and Enrollment – Report headcount of first-year students completing application, being admitted and enrolling at the institution. (PSR6.1)
2. Remediation Activity – Report remedial/developmental headcount and credit hours for first-year students. Report institutional total remedial/development activity. (PSR6.2)
3. Student Retention – Report the number from the cohort of new first-year students who enroll for the second year (or reach program completion in a professional technical program of one year or less). Use only first-time, full-time students. Include both the number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).
4. Graduation Rates – Use the cohort definitions and levels from the IPED-GRS Survey. Report the total graduation rate in 100% and 150% of catalog program length for the most recent complete cohort year.
5. Off-Campus Credit Hour Delivery – Report undergraduate, graduate and professional-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence). Use PSR1.7 Report summed by delivery method and level (graduate, undergraduate). Add corresponding data from professional-technical programs.
6. Exam Pass Rates – Report the pass rates for programs that have licensing or certification exams. Indicate national or state norms when available.
7. Employer Satisfaction – Provide a brief summary of employer satisfaction surveys for recent graduates and of the results of the PTE Completers/Leavers reports. Include both narrative summaries and tabulated data by program where available.
8. Student Transfer – Report institution by institution the number of students transferring to and from your campus. Show the number of transfers for all Idaho institutions and from the out-of-state institutions with the three largest numbers of students transferring to and from campus.
9. Outreach and Public Service – Provide a brief summary of institutional outreach and public service programs and an executive assessment of outcomes.
10. Externally Funded Research – Report the annual dollar amount expended on externally funded research and other external grants and contracts. Provide subtotals in each category.
11. Degrees and Certificates Awarded – Use data from IPEDS Completion Survey to Report subtotals for each certificate or degree level and the institutional total.
12. Collaboration with Other Organizations – Proved a brief summary of collaborative efforts with other organizations (public and private) in support of the institution's mission.

ELEMENTARY & SECONDARY SCHOOL
Note: These goals are the same as the Idaho Department of Educations goals.

Goal/Performance Measure/Benchmark:

	Quality	**Access**	**Relevancy**	**Efficiency**
Increase academic achievement in all curricular areas and civic, personal and relevant workplace skills.	X		X	

    Performance Measure:
1. *Increase the number of students completing a challenging curriculum*
    Benchmark:
        Decrease the number of HS graduates enrolled in post secondary education taking remedial math and English courses from 40% in 2006 to 38% in 2007 and to 30% in 2010.

    Performance Measure:
2. *Increase the number of 9th graders graduating from high school*
    Benchmark: Increase the number of 9th graders graduating from High School from 80% in 2006 to 82% in 2007 and to 85% in 2010

    Performance Measure:
3. *Increase the number of high school students successfully transitioning to postsecondary education.*
    Benchmark: Increase the number of high school graduates going to post secondary education from 32% in 2006 to 34% in 2007 and to 38% in 2010.

    Performance Measure:
4. *Increase the number of students meeting academic standards.*
    Benchmarks:
    - Increase the number of students and schools meeting ISAT proficiency levels from 75% in 2006 to 80% in 2007 and to 100% in 2010.
    - Increase the number of students improving skills under the ISAT growth model from in 2006 45% to 50% in 2007 and to 55% in 2010.

	Quality	**Access**	**Relevancy**	**Efficiency**
Increase the number of qualified effective educators in Idaho's K-12 schools to meet the hiring needs of school districts.		X		

    Performance Measures:
5. *Increase the number of teachers engaged in professional development relevant to their teaching assignment.*
    Benchmark: Increase the number of teachers engaged in professional development from ___ in 2006 to ___ in 2007 and to ___ in 2010 (information not available at this time)

    Performance Measure
6. *Increase students in postsecondary teacher training programs*
    Benchmark: Increase the number of students in teacher training programs from ___ in 2006 to ___ in 2007 and to ___ in 2010 (information not available at this time)

	Quality	**Access**	**Relevancy**	**Efficiency**

Increase the quality and accuracy   X   X
of relevant data collection and
reporting for informed decision making.

Performance Measure:
7. *Successfully implement a quality, valid assessment system*
   Benchmark: Complete by 2011

Performance Measure:
8. *Increase the employment attainment of Idaho students after secondary and postsecondary education.*
   Benchmark: Develop measures to track employment attainment after high school, and after various levels of post-secondary training and education including non-credit workforce training.

Increase the educational capacity   X   X
to respond effectively and
efficiently to the changing needs
of public education.

Performance Measures:
9. *Increase the access and variety of programs and classes to meet state content standards.*
   Benchmark: To be developed

Performance Measures:
10. *Enhance specific techniques of teachers to deliver effective instruction by increasing the number of teachers engaged in reaching academies, math instruction, coaching and other professional development.*
    Benchmark: To be developed

AGENCY GOALS & PERFORMANCE MEASURES

IDAHO DIVISION OF VOCATIONAL REHABILITATION

Goal/Performance Measure/Benchmark:

	Quality	**Access**	**Relevancy**	**Efficiency**
Continually improve the quality of VR services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment.	X		X	

> *Performance Measure: Increase the number of individuals who successfully become employed after receiving VR services. (For FY2006 this objective will not be met as there will be some decline from the previous year, which was the best in agency history.)*
> *Benchmark: The number of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance*

Increase the earnings of individuals who successfully become employed after receiving VR services.	X		X	

> *Benchmark: The average hourly earnings of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.*

Ensure That All Eligible Individuals With Disabilities Have Equal Access To Services.		X		

> *Performance Measure: Increase the number of individuals from minority backgrounds who successfully become employed after receiving Vocational Rehabilitation services.*
> *Benchmark: The number of individuals with disabilities from minority backgrounds exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.*

Continually improve the relevance of VR services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment			X	

> *Performance measure: Increase the number of individuals with severe disabilities from special populations, i.e., School Work Transition, Corrections, Mental Health, etc., who successfully become employed after receiving Vocational Rehabilitation services.*
> *Benchmark: The number of individuals with severe disabilities from special populations, i.e., School Work Transition, Corrections, Mental Health, etc., exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.*

IDAHO PUBLIC TV

Goal/Performance Measure/Benchmark:

	Quality	**Access**	**Relevancy**	**Efficiency**

Direct efforts at continuous   X
improvement in competitiveness,
high achievement, and well
informed citizenry.

> *Performance Measures: Number of awards for IPTV produced media and services.*
> *Benchmark: FY 06 - 60 national and regional awards – FY 07 – 60 national and regional awards.*

Provide all ages and abilities   X
information and services to
develop skills, knowledge, and
social awareness to become
globally competitive workers,
responsible citizens, and life-long learners.

> <u>*Performance*</u>*: Provide statewide access to IPTV media and services.*
> <u>*Benchmarks*</u>*: Transmitters/digital ready translators/satellite carriage/web visitors*
> *(FY 06)   10   /   5   /   6 /   1,623,860*
> *(FY 07 goal)   10   /   8   /   7 /   1,700,000*

Ensure information and research   X
available meets the needs of
workforce, business & industry,
and government at all levels.

> <u>*Performance Measure*</u>*: Number of IPTV channel hours of Idaho specific educational and informational programming.*
> <u>*Benchmarks*</u>*: 2,162 channel hours (FY 06); 2,500 channel hours (FY 07 goal)*

Ensure maximum benefit   X
derived from resources
invested in operation &
management of education
process state-wide.

> <u>*Performance Measure*</u>*: Total personnel in content delivery/distribution & administration as compared to peers (statewide public broadcasters, CPB SABS data)*
> <u>*Benchmark*</u>*: 27.66 FTE personnel (FY 05 IPTV), 50.74 national average*

PROFESSIONAL TECHNICAL EDUCATION

Goal/Performance Measure/Benchmark:

	Quality	**Access**	**Relevancy**	**Efficiency**
Develop additional PTE capacity at the postsecondary level	X			

Performance Measure: Availability of professional-technical programs to prepare students for employment, and continuing education and development
Benchmark: Enrollments will increase

	Quality	**Access**	**Relevancy**	**Efficiency**
Support articulation between secondary and postsecondary professional-technical education		X		

Performance Measure: Ensure policies, procedures and curricula allow effective articulation between secondary and postsecondary professional-technical education to support SBOE Policy III, Subsection V., and strengthens a goal of seamless education for Idaho students.
Benchmark: Percent of Tech Prep students will increase

	Quality	**Access**	**Relevancy**	**Efficiency**
Maintain high placement rates			X	

Performance Measure: Number of postsecondary completers who obtain work in their related field
Benchmarks: Overall placement will be at 90 percent or better; training-related and educational placement will be 80% or better

	Quality	**Access**	**Relevancy**	**Efficiency**
Improve the capacity of PTE to support high school reform			X	

Performance Measure: Ability of professional-technical education to support academic achievement standards
Benchmark: Percent of professional-technical education teachers trained in academic integration will increase

IDAHO SCHOOL OF THE DEAF AND BLIND

Goal/Performance Measure/Benchmark:

	Quality	Access	Relevancy	Efficiency
Explore broader avenues for education and training	X			

Performance Measure: Incorporate emerging technologies (e.g. Cochlear Implants) into Campus & Outreach programs state-wide.
Benchmark: Increase the ability for students to have access to these technologies by 15% per year.

	Quality	Access	Relevancy	Efficiency
Develop programs to assist students in living independently	X		X	

Performance Measure: Expand Independent Living Program // Develop better life long learning habits
Benchmark: Increase to 70% the number of students living independently or at college or training facility

	Quality	Access	Relevancy	Efficiency
Study alternative models for Regional Outreach Service Delivery; most Day-Campuses, or Improved Internet Access via an "ISDB Virtual Academy" approach		X		

Performance Measure: Pursue expansion of outreach programs
Benchmark: Develop legislation for the 2007 session to address service mode delivery.

	Quality	Access	Relevancy	Efficiency
Establish better ties with nation-wide Deaf & Blind teacher training programs		X		

Performance Measure: Enhance recruiting/retention of more highly qualified staff members
Benchmarks: Increase by 10% the number of highly qualified staff employed by ISDB